

# Pupil Premium Strategy Statement

1. Summary Information					
<b>School</b>	Exminster Community Primary School				
<b>Academic Year</b>	2017/2018	<b>Total PP budget for financial year 16/17</b>	£66,020	<b>Date of external related PP</b>	OFSTED 7 March 2017
<b>Total no. of pupils 17/18</b>	389	<b>Number of pupils eligible for PP 17/18</b>	62	<b>Date for next internal review of this strategy</b>	Jan 2018, April 2018, July 2018 Governor link visits

2. Attainment/progress	Attainment		Progress	
	Disadvantaged	National benchmark (all non disadvantaged)	Disadvantaged (national score = 0)	School all
% achieving expected or above in RWM	67%	67%		
% achieving at a higher standard in RWM	0%	11%		
% achieving ARE or above in Reading	67%	77%	1.50	2.11
% achieving at a higher standard in R	22%	29%		
% achieving ARE or above in Writing	78%	81%	3.23	0.45
% achieving at a higher standard in W	11%	21%		
% achieving ARE or above in maths	89%	80%	-0.65	2.08
% achieving at a higher standards in M	0%	27%		

3. Barriers to future attainment for pupils eligible for PP	
Barriers to learning	
A	Maths reasoning, problem solving, application of skills, achieving at greater depth
B	Technical accuracy in writing, achieving at greater depth
C	Social and emotional issues having a detrimental effect on children's academic progress
D	Reading comprehension, achieving at greater depth

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## 4. Planned Expenditure 17/18

### i. Quality teaching for all

Desired outcomes	Chosen approach	Rational for this choice?	How will you ensure it is implemented well?	Staff lead	Review
<b>A</b> Maths reasoning, problem solving, application of skills, achieving at greater depth	Involvement in hub project	Trialling strategies to develop children's understanding of problems	Lead external teacher supporting project, lead maths advisor leading project	JM, KN	£1950
	Teacher Resources to support mastery and new planning	Resources to allow AfL opportunities to build on teaching plus building in reasoning	Maths school leads to trial then share	IM, JM, KN	
	Encourage further reasoning and consistency in vocabulary	Based on maths advisor led meetings, proven impact of development of vocabulary and understanding	Use of recommended resources Spotlights to look at consistency Learning conversations to support staff development	IM, JM, KN	
	Verbal Feedback – trial of marking strategy	Children taking more ownership for what is working and next steps	Moderation, talking to children	FH, PH	
<b>B.</b> Technical accuracy in writing, achieving at greater depth	Consistency in understanding of standards	Ensure the new standards are familiar to key year groups and how these track back to other year groups	Support from English lead for staff Staff to attend training Y2/6	NC FC, RN	£4025
	Support for planning EYFS	Expert advice from external advisor to support progress of writing in EYFS	Liaison with external advisor	MG	
	Internal moderation of writing	Ensure school benchmarking is consistent with use of assessment system. Using assessment system to inform teaching	Use of in-school expertise	NV, SW	
	External moderation of writing	We want to ensure assessments are accurate and consistent, to look at gaps in learning and be able to adapt planning to meet the needs of children in our year groups	At least 3x schools involved in moderation and professional dialogue	PH, NC	
	Forensic analysis of specific barriers in learning	PP published document on strategies to support	Overseen through NPQML	FH	
	Development of whole school spelling strategies involving children	Pupil ownership over own learning	School Learning team involvement so all children have a voice	SW	
<b>C</b> Social and emotional issues having a detrimental effect on children's academic progress	Family SEAL for Reception parents	Development of relationships with families, building a support network within families in year group, understanding of how we develop social and emotional aspects of learning in school	Evaluations from parents	CG	£700
	POP up Family SEAL sessions				
	CAPS assembly, part of rolling CAPS programme	Children's understanding of being safe, strong and free and impact of	External agency to run, evaluations from staff and children	SW, HP	£100

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i. Quality teaching for all					
Desired outcomes	Chosen approach	Rational for this choice?	How will you ensure it is implemented well?	Staff lead	Review
		this			
	Early Help for Mental Health, inputting into Learning forums	Support from staff from experts in mental health cases	Team approach, impact on outcomes for families	CN, SC, HP	
<b>D</b> Reading comprehension, achieving at greater depth	Support for staff in teaching of reading comprehension	INSET from expert advisor	In school experts of support staff	NV	£440
				<b>TOTAL</b>	<b>£7215</b>

ii. Targeted support					
Desired outcome	Chosen approach	Rational for this choice?	How will you ensure it is implemented well?	Staff lead	Review
<b>A</b> Maths reasoning, problem solving, application of skills, achieving at greater depth	Maths pre-teaching support	School research	Training of staff Monitoring of progression	CN	£16,000
	Additive reasoning	Intervention proven success	Monitoring of intervention	CN	
	Success at arithmetic	Intervention proven success	Highly trained staff to implement	CN	
	KS1 maths small group support	In-class support to access main teaching	Monitoring of intervention	IM	
	Year group target children for supported work during lessons	In-class support to access main teaching	Monitoring of individual children's development	IM	
<b>B.</b> Technical accuracy in writing, achieving at greater depth	Funfit programme for PP children	This is a specific programme for children needing to develop their core stability and gross and fine motor skills	Training of staff Monitoring of progression Development of expert LSA to lead Ongoing observation	CN	£21,275
	Developing early Reading and writing	A Reading recovery approach to supporting gaps in reading and writing, close links with home and using gap analysis to develop confidence and competence with blending and segmenting			
	Reading inference	The reading supports the development of writing, understanding structure and patterns in text			
	Small group phonics support	In-class support to access the main teaching as well as gap analysis and teaching to these gaps			

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ii. Targeted support					
Desired outcome	Chosen approach	Rational for this choice?	How will you ensure it is implemented well?	Staff lead	Review
	Year 2 targeted small group teacher support	Gap analysis to support the teaching and learning of key objectives			
	Small group writing support	Targeted support for key children, rehearsal of sentences and step by step approach, use of RR strategies			
	Y5/6 small group support for development of writing				
<b>C</b> Social and emotional issues having a detrimental effect on children's academic progress	Play therapy	Support for mental wellbeing and ability to access learning back in the classroom, triangulation between child, therapist and class teacher	Use of expertise f highly trained staff	CN	£21,650
	THRIVE programme	This programme involves a close triangulation between child, home and school in order to support their well being, proven results	Training of staff Data collection and progress	HP	
	Termly meetings with adoptive families, setting small term targets for children – trialled with one family	Families feeling effectively supported through a process similar to DAF process	Voice of child, voice of parents included in their plan	SW	
	Breakfast club	Ability to be able to settle quietly and gradually into school, have a substantial breakfast and are calm on entry into the classroom	Behaviours monitored	CM	
	Early Help for Mental Health case supervision		Trained CAMHS worker from EH4MS programme		
	Pastoral support	Crisis issues in families effect classroom learning, 1:1 support provided to give children solution focused approach to problems, securing positives	Highly trained staff Evaluation of children before and after sessions	HP	
<b>D</b> Reading comprehension, achieving at greater depth	Reading inference intervention	Targeted support on published intervention	Monitored progress	CN	£6000
	Developing early reading (as outlined above)	A Reading recovery approach to supporting gaps in reading and writing, close links with home and using gap analysis to develop confidence and competence with blending and segmenting	Monitored progress	CN	
				<b>TOTAL</b>	<b>£64,925</b>

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iii. Other support					
Desired outcome	Chosen approach	Evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review
Support for individual needs	Support for individual aspects targeted to individual child	Responding to need in order to develop teaching and learning and overcome any barriers to learning	Individual analysis	SW	£1000
	Collaboration event for sharing best practise	Experience of sharing	PP award winner as lead speaker Schools sending PP leads, develop the expertise	FH, SW	£300
				<b>TOTAL</b>	<b>£1,300</b>
				<b>TOTAL spend for all areas</b>	<b>£73,440</b>

### 5. Record of spending expenditure, last academic year 2016.2017

Item/project	Area	Cost	Objective	Outcome
Reading inference intervention	Achievement	£3000	Development of reading skills	Whole school data shows gap in attainment has narrowed from beginning of year in all year groups
Maths intervention Success@arithmetic		£3000	Development of recall and speed with operations	
Reading support – Reading Recovery approach		£3000		
English CPD		£3700	Improving teaching and learning	
LSA support in maths for PP across school		£12000	Improving teaching and learning	
LSA support in English for PP across school		£12000	Improving teaching and learning	
University enrichment courses		£700	Improving teaching and learning	
Maths CPD		£2000	Improving teaching and learning	
Maths parental workshops		£500	Development of maths skills	
Funfit programme		£500	Targeted support to motor skills	
Development of early reading		£3500	Targeted support to improve attainment	
Breakfast club funding to support individuals	Social and emotional	£1100	Children ready to learn	Rise in engagement and concentration when accessing the club. 100% Rise in children in THRIVE achievement through
THRIVE programme		£19000		
Play therapy support		£1500		

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Item/project	Area	Cost	Objective	Outcome
				assessment process
Educational visits half funding	Other	£700	Extending experiences and building confidence	Improved self confidence
Music tuition and instrument support		£300	Extending experiences and building confidence	
<b>TOTAL</b>		<b>£66,500</b>		